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ABSTRACT

The guide is intended to help teachers of mildly handicapped (learning disabled, behavior disordered, and mildly retarded) students develop and modify language arts activities keyed to specific learning needs. A preliminary chapter discusses principles of teaching for mastery and generalization including sequential modification, identifying and using natural maintaining contingencies, using sufficient exemplars in training, and mediating generalization. The guide's suggested activity format utilizes a sequence of (1) demonstration, (2) practice to mastery, and (3) generalization. The 26 activities are structured according to the following prompts: content (e.g., reading), focus (e.g., comprehension), task (e.g., answering questions about such daily items as bills and labels), need (a daily living skill), possible objectives, example at secondary level, general statement of activity type, modification for elementary level, modification for secondary level, follow-up (evaluation activities), and references. Activities focus on such skills as comprehension, capitalization, phonics, vocabulary, word recognition, practical writing, spelling, reading a newspaper article, identifying prefixes, and phonetic analysis. A listing of 15 references is appended. (DB)

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Developing Application-Oriented Examples In Language Arts For Students With Mild Handicaps

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Continuing discussions in the field of special education center on maintaining gains made by our students and having these gains generalize to environments outside the classroom. This is particularly important when working with students who are identified as having handicapping conditions which interfere with learning and require special education programming. These students by definition require programming for maintenance and generalization regardless of the specific content being taught.

Independent of content, there are three purposes of instruction: "to help students learn new skills, to help them retain learned skills, and to help them to apply these skills to problems that arise throughout life" (Mandell and Gold, 1984, P. 98). In order for this to happen, a skill must be isolated and identified so that instruction may be designed to transmit the skill. A sufficient number of activities providing practice with the skill must be generated to enable the student to master and remember the skill. Also, activities to demonstrate how and when the skill will be used outside of the classroom or in other classroom tasks must be created. Although commercially prepared materials are abundant in nearly every area of instruction, particularly in reading and language arts, most have been criticized for providing inappropriate and insufficient opportunities for student practice (Carnine and Silbert, 1979). Indeed, we have noticed this fault even in the programs which are our personal favorites. This project then, was conceived to provide persons working with mildly handicapped (LD, BD and MD) students with a guide to the development of activities relating to specifically identified tasks typically required of these students in the areas of reading and language arts.

In preparation for this project, a literature search revealed a substantial number of cookbooks of teaching activities. The cookbook approach in which a skill is specified and an activity along with required materials is then described was discarded for several reasons. First any attempt to provide an exhaustive list of activities is doomed to futility. Hopefully, educators are developing alternative activities everytime they teach. It was also determined that a simple listing of activities did not reflect instructional reality. Teachers do not have time to consult one or more lengthy activities guides when preparing instruction. It is probable that a teacher trying to implement an activity developed by another teacher would have to invest time and possibly money (both in short supply) in collecting materials to conduct the activity. Activities developed in one area of the country for one group of students may not be appropriate for others. And, a cookbook type volume could assume the appearance of a curriculum and may cause teachers to adhere to it exclusively. It was clearly not our intent to develop curriculum with this work. Instructional activities exist within the context of curriculum; therefore, what we are presenting is a format for developing instructional activities.

We propose that activities for instruction may be modified or adjusted either up or down depending on the characteristics of a specific student or group of students using the format which is presented in this work.

In developing these activities, we have tried to follow a format which would enable teachers to adjust activities related to tasks which might be suggested for students at all age levels. Our belief is that while decoding

skills might be necessary for an older student, one certainly would want to modify the instructional tasks so that they are age appropriate. We have attempted to demonstrate that with minor modification, most instructional tasks can be used across age groups. The good judgement of trained and competent professionals will no doubt be the crucial element in determining the success of such an endeavor.

Another possible use of this document is to provide the teacher and/or the student with a method for developing menu of activities centered on educational goals from which specific programs may be designed. This would afford the students with the chance to self-select educational activities and gain practice in decision making, clearly a desirable ability. Also by self-selecting learning activities relating to identified educational goals, the student might become a more active participant in his or her education.

TEACHING AND ACTIVITIES

Reading is commonly viewed from either a skills or a meaning perspective. Difficulties with either perspective can be identified. For example, Otto and Smith (1983) pointed out that neither the exact number and nature of skills necessary nor the sequence for teaching them has been agreed upon. This could be taken as a condemnation of the skills approach in which one analyzes a task and breaks it down to smaller component parts which are then communicated to the student. However, the implication is that the exact nature of skills and optimal teaching sequence of skills necessary for extracting meaning from printed material have yet to be identified. While meaning is clearly the desired end product of reading, evidence exists that decoding skills are critically important for readers to use contextual information in comprehension (Stanovich, 1984). Our position is similar to that or Otto and Smith (1983), "neither model is adequate by itself" (p. 26). Teachers must know the purposes of each model and use both when appropriate. This places the burden of instructional management squarely with the teacher.

Whether or not consensus exists regarding what is to be taught, teachers are charged with the responsibility of providing instruction for their students. The purposes of instruction are three-fold: "to help students learn new skills, to help them retain learned skills, and to help them to apply these skills to problems that arise throughout life" (Mandell and Gold, 1984, p. 98). Any skill worth teaching must be maintained in the student's repertoire as well as generalized to situations requiring the

use of that skill in the future. Many teachers who have mastered instructional techniques for initial teaching (i.e., teaching to criterion, structured presentation, various reinforcement strategies) have been frustrated with the lack of maintenance and generalization demonstrated by their students. There is, perhaps, something that can be done about this.

When students do not appear to benefit from instruction, concerned educators search for reasons. Among the causes commonly examined are student characteristics, the curriculum, classroom environment, and teaching methodology. Evaluations of these possible causes may at times by helpful but these evaluations tend to provide information regarding individual student performance on standardized instruments when teachers are probably asking, "How is the student doing in my class and what can I do to make him/her more successful?" We believe that in many cases the teacher is capable of answering this question within the context of the classroom. While this notion is certainly not new, it is receiving a great deal of renewed interest (Tucker, 1985).

Various procedures for curriculum-based measurement exist. When used appropriately, they can provide reasonably accurate information regarding the students' progress through the curriculum. Curricula tend to remain fairly constant in spite of efforts to establish unique models related to student characteristics. For mildly handicapped students, there seems to have been little success in modifying the curriculum in any substantial way. What seems to be happening when we modify curriculum for mildly handicapped students is that we slow down but do the same

things as most other students (Ysseldyke, 1986). Guidelines for developing effective and efficient instruction are available (cf: Engelmann and Carnine, 1982). The failure to reliably demonstrate aptitude-treatment interactions in which teaching methods are specified based on individual learner characteristics before instruction is begun seem to lend support to the notion that good teaching is good teaching and doesn't necessarily vary by student disability at least with the mildly handicapped.

IEP's require that students' demonstrably acquire specifically identified skills before they move to new areas of learning. The vast majority of IEP's that we see contain a substantial number of new goals and objectives with each revision. Given this, one could reasonably conclude that students are indeed learning to do new things. It could be that for many of our students, the training we provide enables them to learn new things but does not prepare them to demonstrate this learning in other environments with other people not associated with special education (Epps, Jorde-Thompson, and Lane, 1985).

Howell, Kaplan, and O'Connell (1979) stated that the crucial questions were: "(1) What does the child need to be taught and (2) How does the child need to be taught?" (p. 17). To answer these questions, we suggest that it is essential to view the child in terms of the curriculum, and classroom in which he/she is currently enrolled. We also suggest that is is imperative to view the child in terms of the environments in which he or she will be expected to perform outside of the classroom. To the extent that one is able to identify environmental conditions which will serve as

stimuli outside of the classroom, one will be able to develop teaching routines that directly reflect these conditions.

Generalization is based on sameness (Engelmann and Carnine, 1982). To the extent that two environments present the same task conditions, the student will be likely to perform the same task in each environment. One cannot possibly teach a skill in every environment in which a mildly handicapped student might be expected to perform. It is clear that generalization does not occur spontaneously (Epps et. al., 1985). One must, therefore, attempt to build in steps to prompt generalization. Generalization can not occur unless the student maintains the newly acquired skill in his or her response repertoire.

Returning to the three purposes of teaching set fourth by Mandell and Gold (1984), "to help students learn new skills, to help them retain learned skills, and to helped them to apply these skills to problems that arise throughout life" (p. 98), it seems that in many cases we are doing an acceptable job of helping students learn new skills. It appears that the lack of satisfactory performance by our students outside of the special education classroom is related to the less than adequate job that is currently being done helping the students retain newly learned skills and enabling them to apply these skills through out life. Maintenance is a term commonly used to refer to the phenomenon of a student retaining a skill over time. Generalization is a term used to refer to the student's ability to perform a task beyond those conditions set for initial acquisition.

Stokes and Baer (1977) reviewed the literature on generalization and provided the following list of techniques for programming generalization:

1. Train and hope
2. Sequential Modification
3. Introduce to Natural Maintaining Contingencies
4. Train Sufficient Exemplars
5. Train Loosely
6. Use Indiscriminable Contingencies
7. Program Common Stimuli
8. Mediate Generalization
9. Train "To generalize" (p. 350)

The "train and hope" method is probably the most often encountered in programming with mildly handicapped students. This would seem a safe assumption as train and hope is characteristics of most instruction for non-handicapped students. Probably the majority of non-handicapped students are able to apply their newly acquired skills in other environments without the addition of generalization programming. This is not true of most mildly handicapped students. As previously stated, generalization does not occur unless we intentionally work it into the student's education program. Therefore, the train and hope technique is insufficient for our use.

"Sequential modification" is a method of prompting generalization where a technique successful in one setting in used in all settings where a particular behavior is desired. Reading and language arts skills are called

for in such a wide variety of settings that as previously stated, it is impossible to train in every environment where the student will be expected to perform. However, to the extent a student has difficulty generalizing behavior and performing in different environments, training in different environments is implied. Ways in which the format we have developed can be used to organize this training will be discussed later.

"Introduce to natural maintaining contingencies" is a method of allowing the environment itself to maintain the behavior over time. Persons attempting to do this first observe the environment to determine the conditions under which the student must function. Next, behaviors which are subject to reinforcement in the environment are identified through observation. Students are then taught to elicit and recognize reinforcers from the environment. This is more easily done with physical and interactive skills which are overt (cleaning, writing neatly, greeting other people, smiling, making eye contact, etc.) than with cognitive skills which are covert (reading silently, spelling a word correctly). The primary differences between cognitive and physical skills are:

1. The physical environment provides continuous feedback to the learner who is trying to learn physical operations, but does not respond to learning attempts for cognitive operations.

2. There is no necessary overt behavior associated with any cognitive operation. (Engelmann and Carnine, 1982, p. 24).

With a physical activity, an incorrect attempt can almost never be completed with the desired outcome. The environment in some way prevents the individual from completing the action and receiving reinforcement. With a cognitive operation, however, the environment is not directly acting upon the operation. It is possible for the individual to complete a cognitive operation with absolutely no response from the overt environment. Because reading and language arts skills are cognitive, it is more difficult for the environment to maintain them over time. To the extent that a cognitive operation or behavior can be made overt, the environment can respond to the behavior. Silent reading which leads to overt physical behavior such as following a set of written directions to complete a scale model, following a set of written directions to a specific destination, writing a letter to place an order from a catalog company, and writing to receive the answer to a question are examples of activities in which covert behavior leads to overt physical behavior and to response from the individual's environment. One difficulty with these examples is the amount of time between the behavior and the response from the individual's environment. Incorrectly reading or following a step in the directions for a scale model will probably cause the individual to produce a behavior which will block the successful completion of the model. However, the successful completion of the model may not be blocked until several steps later. If the step the individual completed immediately before it was discovered that the task could not be completed was correct, the individual could mistakenly perceive the punishment to be a result of the last step. For the unsophisticated student, these contingencies would probably not be sufficient in and of themselves.

"Train sufficient exemplars" is an approach in which training takes placed in a variety of settings or with a number of different trainers. Instead of training in every environment as with sequential modification, the student is trained in a sufficient number of environments to ensure generalization and then the target behavior is assessed in novel environments (Albertto and Troutman, 1982). With this method, the number of training sessions to ensure generalization will vary from individual to individual. Generalization is assured when the individual exhibits the target responses under differing conditions. This method would seem to be in line with "instructional reality" in that training is not required in every environment and additional trainers are often available as aides, parents, peer tutors and volunteers. To a great extent, the format for creating and modifying instructional activities which we have developed reflects this approach to generalization.

"Train loosely" describes efforts to vary the conditions of training. Some training programs in reading and language arts used with mildly handicapped students attempt to not only control the examples used to present the content, but present instruction through standardized, tightly controlled formats which are used in each instructional session (i.e., DISTAR and other examples of Direct Instruction programs). The problem with these highly controlled programs is not the structure of the program but the lack of insight into the program's purpose. The teacher's job is to ensure that the new skills are acquired, retained, and used in new situations when appropriate, not simply cover the material in a text. Tightly controlled formats are probably appropriate for initial instruction.

With control comes the precision needed for measurement to determine if the skill has indeed been acquired. Presentation of a skill in the same way, over and over with the same examples results in a problem called stipulation. Through stipulation, the learner comes to believe that only the specific examples or conditions used in the presentation required the response which he or she has been taught. Over reliance on tightly controlled programs could induce stipulation. The problem with train loosely is one of accuracy. To the extent that more than one interpretation is implied by instruction, more than one interpretation of the instruction will be made by the learner (Engelmann and Carnine, 1982). Under tightly controlled programs, incorrect student responses can be assumed to be errors. Under loosely controlled programs, incorrect responses could have been inadvertently been taught to the students. To the extent that right and wrong responses exist in reading and language arts tasks, we believer tightly controlled programs have merit. The key is to ease the control when it is no longer needed. In order to know this, the teacher must be aware of exactly what he or she is teaching. Knowing exactly what is being taught is also necessary when one attempts to modify instructional tasks. The process of modifying instructional tasks and materials sometimes becomes an end instead of a means for instruction. When this happens, it is possible for the original task to be lost or subverted by some component of the modified activity. To prevent this, our format always begins with a general statement of what the student is to do. All activities are created and modified with th original task in mind.

"Use indiscriminable contingencies" programs generalization by reducing the dependence on specific reinforcement schedules and/or discriminative stimuli or prompts for performance. Among the ways of doing this are thinning reinforcement schedules, delaying reinforcement, the cues of noncontingent reinforcement. We are in favor of using the leanest schedule of reinforcement necessary to obtain the desired performance. The risk with indiscriminable contingencies is that the student may never have been under sufficient contingencies to establish the behavior. The use of indiscriminable contingencies does however reflect natural environments where cues for behavior and reinforcement may be subtle. One way in which teachers can use this approach is by transferring the activity from the classroom to a more natural environment after the initial behavior has been established. Within the format we have developed, the section labeled "generalization" most often reflects this approach.

"Program common stimuli" seeks generalization through increasing the similarity of the training setting to the natural environment or by introducing elements of the training setting into the natural environment (Alberto and Troutman, 1982). Since all behavior takes places within a context of environment, and at least one analysis of generalization indicates generalization to be based on sameness (Engelmann and Carnine, 1982), it makes sense to bring the training environment as close as possible to the performance environment. Teachers in districts which have changed the format of documents used to produce IEP's are no doubt familiar with the distress encountered when the cues and prompts in the environment change though the same response is called for. Directors of

stage plays understand the need for environmental similarity and schedule dress rehearsals to approximate the performance environment as closely as possible. Yet teachers of handicapped students, a group for whom generalization does not occur unless programmed, rarely provide dress rehearsals for the skills they are expected to perform. One way of programming dress rehearsals for handicapped students is by training in the classroom and then walking the students through the tasks in the natural environment. In this way, a student could be taught alphabetizing skills in the classroom and then arrange books in the library under the supervision and guidance of the teacher before being expected to do so independently. One teacher of severely handicapped youth with whom we work has had great success by training students to criteria on a task needed in a vocational setting then walking the student through the same task in the actual work setting providing physical and verbal cues as needed. By pairing her cues with those present in the environment, she is able to train the student in appropriate responses to the events in the environment. Once training such as this has been successful in one environment, she has found that the time required for subsequent training in different environments requiring similar responses is greatly decreased. In a study within the state of Iowa, Wacker, Berg, Berrie, and Swatta (1985) were able to prompt generalization of trained responses through the use of a book of picture prompts which the subjects carried with them in the performance environments. This book of picture prompts was used in the training environment and then became the element of the training environment introduced into the natural setting. In the examples of the formats which we have included is an activity where the students are

trained to criteria on a set of words which are then placed on cards which the student carries with him. In our techniques, the desired generalization is the student attempting to decode a word. A box of successfully decoded cards does not provide training or prompt the appropriate strategy for decoding, but helps to overcome a student's reluctance to attempt a decoding tasks. One of the problems that we have encountered with modifying tasks across environments is that the original task is lost. In taking a reading task outside of the classroom, the teacher has to be concerned with issues of safety and management. Given the importance of the safety of students, it is easy to allow this to become the central issue of the activity. The format we have developed insists that the task remain the same across students, materials, and environments by focusing first on the need for the activity and the actual response desired from the student. By examining the task in terms of the need for the student to perform the task, environmental similarities between training and performance situations can be determined. When similarities between training and performance environments are insufficient, elements of the training environment can be injected into the performance environment. We believe that this is best done in an upfront analysis based on the training and experience of professional educators rather than waiting for the student to be unable to perform and then try to correct the problem.

Train "to generalize" increases the probability of generalization by reinforcing generalizations itself.

> In other words, if students receive reinforcers specifically for displaying behavior in settings other than the training setting, performing learned behaviors in a novel setting may become a generalized response class. The students have thus been trained to

> generalize. It is particularly appropriate to use instructions in such instances; that is, students may be told that if they perform a particular behavior in a new setting, reinforcement will be available (Alberto and Troutman, 1982, p. 294).

Activities which seem to naturally fall into the generalization heading of our format often reflect this approach. The student is trained to criteria in the classroom and then instructed to perform the trained behavior in a different setting. Interestingly, this approach to generalization seems to support the idea that students should be required to do homework.

What seems clear from the preceding discussion is that techniques to enable students to generalize learned behavior exist. These techniques must be programmed into the student's instruction if generalization is to occur. Many of the programs available to teachers of handicapped students do not presently incorporate these techniques sufficiently. Therefore, teachers will need to provide activities for generalization in addition to whatever program they may be using. Teachers attempting to do this will be likely to find themselves searching for materials and activities to extend and broaden their approach to whatever task upon which they are working.

The Thesaurus of ERIC Descriptors defines activities as:

> Pursuits or experiences, usually requiring active participation, enaged in because they are of intrinsic interest or lead to some goal sought by the participant (p. 6).

This definition is consistent with the type of programming already provided by many special educators. It is also consistent with research on learning.

Research regarding time-on-task and active learning (Ysseldyke and Deno, 1983) indicates that students most successful are those most actively involved with their learning. Many programs already exist which capitalize on student interests by having them self-select learning activities. The use of student interests for the purposes of motivation has also become an accepted component of many behavior change programs. In some behavior change programs, a reinforcer menu is used to involve students in the program. A reinforcer menu lists the choices which the student will have available to him or her upon the execution of the desired behavior. When eligible for reinforcement, the student selects the desired item from the menu. In this way, student interests are incorporated and active involvement is ensured. If choice and active involvement can be of benefit to general behavior change programs, it would seem reasonable that they could be of benefit in academic programs. One way of eliciting student choice and involvement might be by creating a menu of learning activities relating to an instructional task. The students could then select those activities which held the most appeal to them. If an activity holds some intrinsic interest or leads to some goal sought by the student, the student is more likely to engage in the activity. The key is to ensure that activities which are available to the students lead to learning progression through the curriculum.

In order to gauge a student's success or progress through curriculum, its outcomes must be known and measurable as well as involved with some sort of continuous system for measurement (Tucker, 1985). Of course, for special education students the goals and objectives of the IEP should

provide an effective guide to the individual's curricular demands. Other sources of information regarding curricular demands may be local curriculum guides, teacher lesson and unit plans, as well as scope and sequences charts contained in commercially produced programs.

Once this information is collected and organized, the criteria for performance must be established. With tasks related to reading, accuracy as well as rate are important. Stanovich (1984) observed that "there is no substitute for automatic, efficient data-driven processing at the work level. Capacity must be freed for the all-important comprehension and text integration processes" (p. 15). How one goes about establishing this data-driven processing may vary from student to student to a certain extent however, practice with word decoding must be an essential component (Bloom, 1986). Teacher judgement in light of student performance data and direct interaction with the student are essential in determining program modifications. To blindly shift program emphasis without data is probably as dangerous as blindly adhering to a program simply because it was selected. Weak programs adopt a single method and do not embellish it with ideas from other methods while strong programs tend to account for the different ways children learn to read by borrowing from other approaches (Early, 1984). We do suggest however, that each teacher adopt a unifying theory of reading instruction as a guide.

When approaching instructional tasks, we have found it helpful to adopt the following frame work:

When planning instructional sequences, the teacher should always ask:

Does the teaching sequence:

At demonstration

1) Give a purpose for learning?
2) Explain to the learner:

   what skill will be taught?...

   how to do the skill?...

At practice and mastery

1) Vary the instruction from isolation to application?...
2) Vary the amount of teacher direction to learner independence?...
3) Vary the cues from total cues to no cues?...
4) Vary the level of memory from matching to recognition to recall?...
5) Vary the materials from concrete to abstract?...
6) Vary the correct, give feedback from immediately after every response to at the completion of a series of responses?...
7) Vary the size of a task from a few items or a small task to a larger number of items or a larger task?...

At generalization

Provide experiences to:

1) generalize the skill to new materials, experiences, real life?...
2) provide practice to improve rate and accuracy?...
3) provide practice on old skills and the new skills to prevent new learning from interfering with old learning?...

Each activity should be designed to follow a sequence of "demonstration, practice to mastery, and generalization". Additionally, each activity should be analyzed by four criteria:

1) Rationale (why was this activity chosen)...
2) Notes/observations (what implications are there for individualization and/or adaptation)...
3) Effectiveness (how did the activity work)...
4) Follow-up (how can this activity by measured by monitored outside the special education classroom)...

Adapted from: Adelman, M. J. and Emslie, J. M. School survival skills: A guide for teachers. ERIC document 221 981

In operationalizing the outline provided by Adelman and Emslie, we found that a few prompts enabled us to deal with these issues efficiently. The prompts appear as headings in the left hand column of the activities guide examples.

The first prompt, Content, places the activity within one of the traditional instructional areas. It was determined that traditional instructional areas such as spelling, English, reading, writing, etc. should be addressed in the format to provide a quick and convenient way of summarizing and communicating the nature of the activity to people involved with the student who might not be familiar with more specific terms such as goal or instructional objective. The content heading then provides a general orientation for the type of information to follow.

The second prompt, Focus, seeks to narrow the area of instruction to the type of skill that will be presented. Type of skill means the general area of skill to be developed. Focus includes areas such as capitalization, letter writing, sentence/paragraph writing. Again, this prompt asks that terminology that can be easily understood be supplied. Jargon is to be avoided in the content and focus areas. There are three reasons for this. One, as previously mentioned, common language may provide a strong basis for communicating what is to be done to parents, regular class teachers, administrators, or people outside of the field of education who may be concerned with the student. Second, when we use jargon or highly technical terms we may ourselves lose sight of what we intend for the student to do. Third, by using common language to address our activity, we are able to tap a large store of learning activities which already exist outside of the field of special education. Many of these activities could be appropriate for mildly handicapped students with some fine tuning.

The next prompt, Task, requires that the thing the student is required to do be specifically identified.

The fourth prompt, Need, is one of the most crucial issues to be considered when developing an activity for a student. A good way of responding to this prompt is to ask the questions: "Where, when, and how well will this student ever have to do this again. If the student will never have to do the task again, why teach it unless every issue the student will be required to deal with has already been addressed adequately? When we ask ourselves a question such as this, activities like skimming a newspaper

article only to find every occurrence of a target word become meaningless. We have visited a classroom where a student was engaged in this task. The target word, "the", was neatly circled nearly every time it appeared in the passage the student was skimming. When asked about the content of the passage, the student responded that he was only looking for the word "the" and didn't need to pay attention to what the story was about. A serious misconception of the nature and purpose of reading was being taught to this student. The purpose of reading is of course, the generation of meaning. At best, this student was being taught that reading was only used when an assignment was made. Subsequent conversation with the student indicated that he was not reading at all. He was merely looking at the first letter of each word and comparing it to the first letter of the target word. When a match occurred, he looked at the second letter and the third. What ever this activity represented, it is doubtful that it was actually a reading activity. It is also doubtful that the student will ever have to perform this task outside of this particular classroom. The responses to the "Need" prompt will require the teacher to look at the student in terms of the his/her immediate classroom and in terms of where the student is headed after schooling is completed.

The fifth prompt, "Objective", translates the above information into a standard objective format. These objectives when written properly provide the conditions under which the student will perform the task, the task, and the criterion for acceptable performance. In the examples we have included in this work, the criterion for acceptable performance has been deleted. Criteria may change from student to student, school to school, or teacher to teacher.

Next, the example in which the activity originally was created appears. This example could be at any educational or age level. As stated previously, tasks which need to be taught to a student can be modified to almost any level.

"Instructions" follow the first example for each activity. It is wise to write the instructions down so that a successful activity can be performed in the same way again, and an unsuccessful activity can be further modified.

Following the instructions are examples of suggested modifications for students either older or younger than those targeted in the first example. The materials change the most from example to example. Materials used should reflect age appropriate uses of a task, or student interest.

Finally, a follow-up for each activity is presented. Included in the follow-up are validation and measurement suggestions as well as ways of expanding the task to prompt generalization.

The activities which follow are intended to provide teachers with a starting point for further analysis. It is hoped that each educator will be able to use this guide to adapt further activities to the need of his or her own students. It is also hoped that educators will heed the following advice: "The best programs are the simplest, with the learner performing actual instances of the operation as quickly as possible" (Engelmann and Carnine, 1982, p. 31)

CONTENT:	Reading
FOCUS:	Comprehension
TASK:	To answer questions over everyday items (bills, labels, coupons, etc.)
NEED:	Students will encounter various written material that they will need to understand (bills, coupons, notices, labels, food packages, recipes, menus, etc.)
POSSIBLE OBJECTIVES:	Given a variety of everyday items (bills, coupons, notices, etc.) the student will answer questions by examining the items.
EXAMPLE FOR SECONDARY:	Collect various items: bills, coupons, notices, etc.
ACTIVITY:	1) Construct questions that can be answered through examination of the item - example: "Where do you send payment for this bill?"
MODIFICATION FOR ELEMENTARY:	Orally read the content of the particular item and ask the students to orally respond. Provide pictures cues when appropriate.
MODIFICATION FOR SECONDARY:	Be sure students can read independently the material you are providing. Go over any new vocabulary.
FOLLOW-UP:	Check the accuracy of the answers the student provides, to check for effectiveness. Use materials the student will encounter outside of school. Teach them skills they will need in order to function on their own. Use actual items, when they can be obtained. The more these items resemble the real thing, the better the generalization that will occur. Provide ample opportunity for learning and overlearning. It might be helpful to discuss with students the need to "know" this information and how they will use the skill for independent living.

CONTENT:	English-Written Expression
FOCUS:	Capitalization
TASK:	To identify words that need to be capitalized
NEED:	Students need to use capitalization in many forms of written communication: letter writing, job applications, forms, etc.
POSSIBLE OBJECTIVE:	Given a written selection, the student will identify words that need capitalization and place them in a descriptive chart. (see instructions)
EXAMPLE FOR INTERMEDIATE:	Give student completed job applications, letters. etc.
INSTRUCTIONS:	1) Construct a capitalization chart with the following columns: first word in sentence, proper names or places, people and groups, names of days and months, titles and first word in a quotation. 2) Use the chart with various written selections and have students write words in the correct columns.
MODIFICATIONS FOR ELEMENTARY:	Modify the number of columns used and gradually increase the number. Use selections at the student's reading level.
MODIFICATIONS FOR SECONDARY:	Utilize forms, letter, etc. that student needs to be able to complete on his job site or future job site.
FOLLOW-UP:	To check on the effectiveness of this activity, the teacher can pre- and post test. By retaining the work sample, the teacher could observe the progression of the skill and/or lack of. Charting or progress would aide in making modifications of materials and/or presentations. Every attempt should be made to match the material to "real life" expectations. At some point the student will need to write, using capitalization. This activity is an intermediate step and the progression from listing the words to be capitalized to actual capitalizations must be planned and deliberate.

CONTENT:	Reading
FOCUS:	Comprehension, phonics, vocabulary
TASK:	To answer questions related to reading
NEED:	Students need to be able to read and understand material they encounter every day.
POSSIBLE OBJECTIVE:	Given a sentence/paragraph, from products used in every day life, the student will answer appropriate questions relating to reading skills.
EXAMPLE FOR ELEMENTARY:	Have students read and answer questions using cereal fronts and backs.
INSTRUCTIONS:	1) Cut out cereal fronts and backs. 2) Use teacher-directed questions: a) What word has the "BR" sound? b) What do you need to send in to purchase the advertised item?
MODIFICATIONS FOR INTERMEDIATE:	Increase the difficulty of the questions asked.
MODIFICATION FOR SECONDARY:	Increase the difficulty of the questions asked. Use other material besides the cereal boxes - such as magazine advertisements, brochures, etc.
FOLLOW-UP:	Validation might take the form of checking the work and giving a percentage of right answers. The activity should be structured to build on known material and expand to special reading skills. Also ask questions that you think the student would need to be able to answer or would want to answer in "everyday" situations. Extension of this activity could include sending away for the advertised product. This could also be the starting point to talk about advertising techniques and consumer awareness.
REFERENCE:	Teacher's Gold Mind, 1979, Incentive Publications

CONTENT:	Reading
FOCUS:	Vocabulary, word recognition
TASK:	To match words with pictures
NEED:	Students need to identify certain words in their school, home, and community on sight and understand what the word means.
POSSIBLE OBJECTIVES:	Given a picture card, the student will match the card with a word card that names the pictures.
EXAMPLE FOR SECONDARY:	Have students "play" concentration with cards containing words and matching pictures from specific job sites or other "everyday" environments where they presently live, work, and play.
INSTRUCTIONS:	1) Construct a deck of cards containing match sets of various words and pictures. 2) Play concentration.
MODIFICATIONS FOR ELEMENTARY:	Simplify the vocabulary accordingly - at this level you could use the dolch list or other high frequency list.
MODIFICATIONS FOR INTERMEDIATE:	Modify the difficulty of the vocabulary words - include vocabulary needed at stores, libraries, school, etc.
FOLLOW-UP:	By observing the game, the teacher can "keep track" of known and unknown words. Also, extension of this activity would be to take the students to actual places where they would be able to demonstrate and use the words. If possible, actual photographs or video tape would be preferred to pictures. Students could make their own deck of cards.

CONTENT:	Written expressions.
FOCUS:	Productivity/practical writing
TASK:	To list pertinent information from a phone conversation.
NEED:	Student needs to know how to "take" a phone message and respond accordingly.
POSSIBLE OBJECTIVE:	When receiving a phone message, the student will write down important information.
EXAMPLE FOR INTERMEDIATE:	Have student respond to phone calls by listing important information. (Simulate specific phone conversations typical of specific job or occupation.)
INSTRUCTION:	1) Prepare "helpful hints" card containing the following: a) from, b) for, c) date, d) time, e) message, and f) message taken by. 2) Place reminder by phone 3) Give message to students who record the necessary information. 4) Eventually fade out the "helpful hints" card.
MODIFICATION FOR ELEMENTARY:	Simplify the messages - build skills in a systematic, structured form - increase the complexity of the task gradually.
MODIFICATION FOR SECONDARY:	Include more complex messages - increase the complexity of the task.
FOLLOW-UP:	Observe the final product to "see" if students recorded the necessary information. Extend the activity to have students receive "real" phone calls. Have student eventually design their own phone message recording forms. Use real phones if possible and multiply settings (classroom, office, home). The use of self verbalization could be helpful: "Who may I say is calling?", "Who would you like to talk to?" This would be an appropriate time to teacher "courtesy" on the phone".
REFERENCE:	Sheuitz, L. & Berman, M. The Basics and Beyond, Goodyear Publication Company, 1981

CONTENT:	Reading
FOCUS:	Comprehension, vocabulary
TASK:	To locate answers to specific questions and/or to define specific vocabulary.
NEED:	Many tasks require the skill of finding information from written material - finding help in first-aid manuals, purchasing information in catalogs, finding information in an owner's manual, etc.
POSSIBLE OBJECTIVE:	Given a first-aid manual, the student will locate answer to specific questions and define specific words.
EXAMPLE FOR SECONDARY:	Obtain first-aide manuals, auto manuals, or owner's manuals of various appliances.
INSTRUCTIONS:	Use teacher-directed or self-directed questions in finding specific information or specific vocabulary. Example: How would you treat minor burns?
MODIFICATION FOR ELEMENTARY:	Material used must be at the student's reading level - the teacher might use taped information and ask questions orally or read simple directions and then ask questions.
MODIFICATION FOR INTERMEDIATE:	Match the material used with the reading level of the student. Portions of the manuals might be taped and student could follow along with a written copy - work with vocabulary could be stressed in preparation of later activities.
FOLLOW-UP:	To test for effectiveness of this activity, the teacher could chart the percentage of questions answered correctly. Discussions and question/answer sessions would be a quick check on students comprehension of the materials. A true test would be to observe in situations where students are called upon to use the skill. The key is to match the activity as closely as possible with "real life" situations. When using this activity, it is crucial that the material be at the student's reading level.
REFERENCE:	Teacher's Goldmind, 1979, Incentive Publications

CONTENT:	Spelling
FOCUS:	Phonetically regular words/irregular words.
TASK:	To spell a specific list of words.
NEED:	Students need to spell specific words correctly in completing forms, writing notes and letters and in other forms of written expression.
POSSIBLE OBJECTIVE:	Given a list of words, the student will spell these words.
EXAMPLE FOR INTERMEDIATE:	1) Select a list of words from a specific job site or functional word list. 2) Include both regular and irregular spelled words.
INSTRUCTIONS:	1) Break the week into the following practice schedule: 1st day: regular words - 3rd day: irregular words - 5th day: list and sentence. 2) Practice on combined list. Use the following activities for best results: (a) oral spelling (b) presentation and practice of words one at a time (c) teach in small instructional units of only 3 or 4 words each day (d) use mastery practice in which individual words are written to a criterion level of 3 consecutive correct trials (e)immediate and corrective feedback (f) selective focus on difficult or misspelled parts of words (g) distributed and cumulative practice, (3 or 4 word units are learned, revised and integrated across 3 weeks of instruction and (g) sentence writing practice.
MODIFICATION FOR ELEMENTARY:	Choose appropriate functional word list - might include days of week, months, colors, number words, etc.
MODIFICATIONS FOR SECONDARY:	Appropriate functional word list - might include words needed to complete job application or other forms.
FOLLOW-UP:	To test for the effectiveness of this particular activity, the teacher may simply want to chart the percentage of words correctly spelled each week. Modifications can be made in the number of words presented, the difficulty of the words and the amount of time used in instruction and practice.

Using the aid in the classroom might help in generalization of the skill across trainers. Some type of periodic check should be made to insure retention and to plan for reteaching and maintenance.

REFERENCE:

Gettinger, M., Bryant, N.D., Fayne, H.R. "Designing Spelling Instruction for L.D. Children." Journal of Special Education, Winter 1982, 16, 439-448.

CONTENT:	Reading
FOCUS:	Comprehension
TASK:	To answer questions read orally.
NEED:	Students need to be able to understand written material which they will encounter in their daily lives.
POSSIBLE OBJECTIVE:	When presented with a orally read question, the student will select the correct answer.
EXAMPLE FOR ELEMENTARY:	Select questions covering daily routine or various sites. (What tools are needed for this job? What clothing would be appropriate for this situation?)
INSTRUCTIONS:	1) Students are given cards containing words or short answers. 2) The teacher reads the question orally. 3) The students select the best answer from the cards.
MODIFICATION FOR INTERMEDIATE:	The difficulty of the questions and answers would be adjusted accordingly. Students could read the question as well as the answer. Answers could be read and students could select the correct question.
MODIFICATION FOR SECONDARY:	The difficulty of the questions and answer would be adjusted accordingly. They might include subjects such as: careers, home living skills, functional living skills, etc.
FOLLOW-UP:	The effectiveness of this activity could be checked by counting up the number of correct responses or the time lapse between question and answer. The information that was tested orally could also be checked through written form. The teacher could construct a written "test" and measure the effectiveness or the activity. Varied information could be used with this activity. The closer it relates to "actual" information needed in daily living the more it should generalize. The activity should be used more than once, covering the same material to ensure retention and positive practice.
REFERENCE:	Choate, J.S. & Young, L.S. (eds) "Practical education prescriptions for students in the mainstream" EDRS 218857

CONTENT:	Reading
FOCUS:	Word recognition
TASK:	To recognize words on sight.
NEED:	Students need to recognize certain words on sight without having to sound them out.
POSSIBLE OBJECTIVE:	Students will correctly select sight words when presented with incomplete sentences.
EXAMPLE FOR ELEMENTARY:	Select functional words [high frequency words, (dolch, etc.) school words, job site words, etc.]
INSTRUCTIONS:	1) Construct a worksheet containing incomplete sentences and a list of sight words. e.g. To put a line under a words is called underlining. The word, often found on application forms, used to describe relatives or friends that knows something about you is a reference 2) Students fill in the blank with the sight word that fits.
MODIFICATIONS FOR INTERMEDIATE:	Increase the difficulty of the sight words and sentences - include words such as: days of the week, months, number words, etc.
MODIFICATION FOR SECONDARY:	Increase the difficulty of the sight words and sentences. Paragraphs could be used instead of separate sentences. Including words from specific job sites, careers, etc.
FOLLOW-UP:	To judge the effectiveness of this activity, count the number of correct responses over time. By using words that the student will encounter in daily living and by placing the words in the context in which they most naturally occur (application form, owner's manual, etc.), generalization will most likely occur. Reteaching the words and providing lots of positive practice will also increase the generalization of the words.
REFERENCE:	Canfield, S. (ed.) EMH: Reading and Language Arts: Level V EDRS 179060

CONTENT:	Reading
FOCUS:	Comprehension
TASK:	To read and understand newspaper article.
NEED:	Students need to be able to read material and understand its content. The students will come into contact with various written material and will need to obtain its meaning. (newspapers, job applications, contracts, etc.)
POSSIBLE OBJECTIVE:	Students will identify items from a newspaper when acted out by another student.
EXAMPLE FOR INTERMEDIATE:	Select local newspaper or other publications.
INSTRUCTIONS:	1) Distribute copies of a newspaper page to each student. 2) One student is selected to "act out" an article. 3) Students skim the page and identify the item being acted out.
MODIFICATION FOR ELEMENTARY:	Teacher could construct the newspaper page and include a limited number of articles written in appropriate language. Pictures could also be used.
MODIFICATION FOR SECONDARY:	Expectations for secondary students should be adjusted accordingly.
FOLLOW-UP:	The teacher could check for the effectiveness of this activity by "keeping track" of the number of tries needed to guess the article. The teacher should be able to control the difficulty of the activity and could increase the difficulty gradually and "judge" student's response. Teacher could construct the newspaper and control the content which could include news related to job sites or career topics. For generalization the teacher could conduct "an end of the week" discussion group in which the class talks about the articles that were used in the activity. The teacher could respond very positively to students demonstrating an understanding of the articles.
REFERENCE:	Chodte, J.S. & Young, L.S. (eds) "Practical educational Prescriptions for students in the mainstream" EDS 218857

CONTENT:	Writing
FOCUS:	Sentence/paragraph writing
TASK:	Writing news announcements
NEED:	Students need to express themselves in concise, complete and understandable language to convey their thoughts and needs.
POSSIBLE OBJECTIVE:	Given a particular theme, students will write a news announcement.
EXAMPLE FOR SECONDARY:	Students prepare news announcements
INSTRUCTIONS:	1) Students use understandable terms and concise language. 2) You might try limiting the number of words that may be used. 3) Prepare an example ahead of time for a model. 4) Let students announce "over the air" (tape record)
MODIFICATION FOR ELEMENTARY:	The news announcements might take the form of 1 or 2 sentences.
MODIFICATION FOR INTERMEDIATE:	Basically the same as secondary - theme should be appropriate for interest and ability. Students might analyze "taped" news reports.
FOLLOW-UP:	To test for the effectiveness of this activity, the teacher could compare original products or first announcements with final products or later performances. To aide in generalization, choose situations that would be as close to natural as possible. Students needs to express themselves in precise language and a natural setting might be a simulated employer/employee conversation in which the employee responds to questions from the employer. Another extension of this activity might be using the schools P.A. system to announce upcoming events.

CONTEXT:	Reading
FOCUS:	Structural analysis, vocabulary
TASK:	To identify prefixes and give their meanings.
NEED:	By understanding common prefixes and their meanings, students can unlock the meaning of many addition words. By increasing their vocabulary, students are better able to express themselves and understand what is being expressed to them.
POSSIBLE OBJECTIVE:	Given a list of words containing prefixes, students will write the prefix in each word and give its meaning.
EXAMPLE FOR INTERMEDIATE:	Select words with prefixes from content area material.
INSTRUCTIONS:	1) Make a word chart containing a list of prefixes and their meanings. 2) Display the chart in the classroom for quick reference. 3) Provide a list of words containing prefixes and have students write the prefix and guess at the meaning of the word.
MODIFICATION FOR ELEMENTARY:	Limit the number of prefixes introduced. Use picture cues to help clarify and illustrate the meaning.
MODIFICATION FOR SECONDARY:	Increase the number of prefixes introduced and provide plenty of practice over those already studied. Try to use words that are most commonly used and provide a context that is as close to "real" as possible.
FOLLOW-UP:	Keep track of number of words student has mastered. A chart or graph would show effectiveness and also provide incentive for the student. Try to use the words in a context in which the student would naturally "find" the word. This should increase its generalization and also show the student that there is a reason to use these words. The student could also keep track of his own progress and establish his own goals. Some sort of contracting with the student, in which goals are mutually set, could increase effectiveness and generalization.

CONTENT:	Reading
FOCUS:	Word recognition, vocabulary
TASK:	To recognize words on sight.
NEED:	Students need to be able to recognize words on sight without having to sound them out.
POSSIBLE OBJECTIVE:	The student will be able to recognize a certain number of words on sight.
EXAMPLE FOR INTERMEDIATE:	Select high frequency words.
INSTRUCTIONS:	1) Teacher records the sight word on the language master or tape recorder. 2) The student uses the language master to practice the words - trying to guess the word before hearing it. 3) The teacher asks the student to read the word on sight. 4) When student reads the word, on sight, for five consecutive days, the student "owns" the word.
MODIFICATION FOR ELEMENTARY:	Use words that are appropriate for the ability level - you might also include pictures on the card with the word.
MODIFICATION FOR SECONDARY:	Use words that are appropriate for the ability level. Include words that the student "needs" for daily living. (Traffic words, specific job site words, etc.)
FOLLOW-UP:	Keep track of the number of sight words learned and the number of days needed to learn the words. This will indicate the effectiveness of the procedure. By using words that the student will most likely encounter and need to operate within his environment, generalization will more likely occur. Words that have already been learned will need to be reviewed periodically to ensure maintenance. Provide plenty of positive practice.

CONTENT:	Writing
FOCUS:	Capitalization, punctuation, sentence/paragraph writing, productivity.
TASK:	Writing letters.
NEED:	Students need to be able to write letters to communicate with others, to make inquiries, to request information, etc.
POSSIBLE OBJECTIVE:	The student will compose and write a letter, using correct punctuation, capitalization and structure.
EXAMPLE FOR ELEMENTARY:	Students write a letter to a visitor or friend.
INSTRUCTIONS:	1) Class constructs letter, as a group, to a particular person. 2) The teacher writes the letter on the board. 3) The students copy the letter. 4) Over the course of the year, this procedure is slowly faded until the students are composing and writing their own letters.
MODIFICATIONS FOR INTERMEDIATE:	Students can write letters to obtain free material or request information. Pen pals can also be arranged.
MODIFICATIONS FOR SECONDARY:	Students can construct letters of application or letter requesting information.
FOLLOW-UP:	The teacher will want to work on the mechanics of writing; including punctuation, capitalization, spelling, and structure. By keeping a copy of the written work, porgress should be observable over time. Any note of progress should be shared with the student to provide motivation and feedback. Every attempt should be made to have students write letters that they would normally need to write outside of the school setting. By writing "real" letters that receive responses, the student will more likely generalize the skills. The responses to the letters are reinforcing to most students and provide for a very natural consequence.
REFERENCE:	Jay Rozeboom, SCI Teacher, Central Lyon Elementary

CONTENT:	Reading
FOCUS:	Phonetic analysis, vocabulary
TASK:	To identify words, containing prefixes and suffixes, that contextually complete sentences.
NEED:	Through an understanding of phonetic analysis, students can "unlock" a large number of words. By increasing their vocabulary, students are better able to express themselves and understand what is being expressed to them.
POSSIBLE OBJECTIVE:	Given a set of uncompleted sentences, the student will select the word, containing a prefix or suffix, that contextually completes the sentence.
EXAMPLE FOR INTERMEDIATE:	Use words appropriate for ability level.
INSTRUCTIONS:	1) Provide students with a set of incomplete sentences from previously mastered vocabulary. 2) Each sentence should be followed by words containing prefixes and suffixes. 3) Student completed sentence with appropriate word.
MODIFICATION FOR ELEMENTARY:	Use fewer number of sentences and appropriate words for ability level. Pictures cues might be included.
MODIFICATION FOR SECONDARY:	Increase the number of sentences and word choices. Use actual forms or manuals that have words containing prefixes and suffixes and create incomplete sentences.
FOLLOW-UP:	Keep track of number of correct reponses. Compare initial attempts with later attempts to judge effectiveness. Try to use words the student will encounter in everyday material. The activity could be expanded by having students create sentences using the newly learned words. Review of previous introduced words and plenty of opportunity for practice will help with generalization and maintenance. Students might also search out words with prefixes and suffixes from material they encounter outside of the school setting.
REFERENCE:	Ekuall, E.E. Locating and Correcting Reading Difficulties, Charles & Merrill Pub. Co., 1981

CONTENT:	Spelling
FOCUS:	Phonetically regular and irregular words
TASK:	To spell a specific list of words.
NEED:	Students need to spell words correctly in completing forms, writing notes and letters and in other forms of written expression.
POSSIBLE OBJECTIVE:	Given a list of words, the student will spell these words.
EXAMPLE FOR INTERMEDIATE:	Select a specific list of words the student needs to learn. This list could include the days of the week, number words, etc.
INSTRUCTIONS:	1) Teacher or student prints words on language master cards and records (word-spelling-word). 2) Each day the student listens to the word on the L.M. card, writes the word and checks his spelling with the recorded spelling. 3) Student sees word, hears word and writes word. 4) A test is given after a specified number of days.
MODIFICATION FOR ELEMENTARY:	Modify the number of words studied. Picture cues may be used. This procedure can also be used for letter and number identification.
MODIFICATION FOR SECONDARY:	Modify the number of words studied. Include words that student will encounter on job sites, forms, traffic signs, etc.
FOLLOW-UP:	Charting of number of words correct on each week's spelling test could be done by teacher or student. This would provide validation of the technique. Other strategies for learning to spell words could be used and their effectiveness compared with this strategy. Review words already studied periodically to ensure maintenance. One possible way to do this would be to give a review test and use the "missed" words as the next weeks words. Use words the student "needs" to know. Select the words by asking yourself, "Which words does the student need to master to function outside of school?" Also, have the student use the words in a number of different activities.

CONTENT:	Reading
FOCUS:	Vocabulary
TASK:	To expand vocabulary by displaying related words in categories.
NEED:	Students will be exposed to and will need to know various vocabulary (job site vocabulary, grocery vocabulary, etc.)
POSSIBLE OBJECTIVE:	Given a specific word, the student will list other words, in categories, relating to that word.
EXAMPLE FOR SECONDARY:	Select a word from a specific job or occupation.
ACTIVITY:	1) Write the word on the board. (carpenter) 2) Have students think of other words that are related to this word. (hammer, nails, tape measure, screws, etc.) 3) Teacher writes the words on the board - attempting to put them into categories. (hammer, tape measure/nails, screws) 4) Number the categories and have students name them. 5) Discuss meaning of new words and categories decided upon.
MODIFICATION FOR ELEMENTARY:	Use words from stories, home, school, and places in the community. This can also be done with pictures.
MODIFICATION FOR INTERMEDIATE:	Use words appropriate for ability level.
FOLLOW-UP:	A post-test can be created from the list of words created by the students. This will show whether the activity is expanding vocabulary. The same test could be used as a pre-test and compared to the test at the end of the activity. Use words that the student will be expected to know or will be helpful to know both in school and outside of school. Do not assume the words are known by going through the activity once. Repeat the activity with words that will generate words already covered. Expand the activity by having students write sentences using the new words or drawing or collecting pictures showing the new words and concepts. Allow the students to learn from each other. Through class discussions, talk about meanings and why words fall into the categories they do.

RFFERENCE: Johnson, D.D. "Three sound strategies for vocabulary development", Ginn and Co., 1983

CONTENT:	Reading
FOCUS:	Vocabulary
TASK:	To expand vocabulary by involving children with words that share some common feature.
NEED:	Students will be exposed to and will need to know various vocabulary (job site vocabulary, grocery store vocabulary, etc.)
POSSIBLE OBJECTIVES:	Given a specific word, the student will list and orally define words associated with that word.
EXMAPLE FOR INTERMEDIATE:	1) Select a word from a specific occupation or job site.
INSTRUCTIONS:	1) Write the word on the chalkboard. 2) Class writes as many things (words) as they can of associated with the word. 3) Put the list on the board. 4) Lead a discussion or the meanings and uses of the words compiled.
MODIFICATION FOR ELEMENTAPY:	Use words from stories, home, school, and places in the community.
MODIFICATION FOR SECONDARY:	Use words from job sites, occupations and other areas students will come into contact with outside of school.
FOLLOW-UP:	A post test can be constructed from the words generated to check for effectiveness. A simple matching exercise or multiple choice acitivity could be used. By using words the student will encounter in daily living, the chances for generalization will increase. This acitivity could precede or follow a field trip where students are exposed to various aspects of their environment. The discussion of the words by the whole class is essential to make this activity worthwhile. Allow the students to learn from each other. The association activity of relating a word with other words with common features expands vocabulary. The activity can be expanded by having student write stories from the words.
REFERENCE:	Johnson, D.D. "Three sound strategies for Vocabulary Development", Ginn and Co., 1983

CONTACT:	Spelling
FOCUS:	Syntactical usage
TASK:	Student corrects syntax and/or grammar errors in sentences.
NEED:	Student needs to be able to write in a manner that can be understood by others. This includes using correct grammar and/or syntax.
POSSIBLE OBJECTIVE:	Given a list of sentences, the student will identify and correct syntax and/or grammar errors.
EXAMPLE FOR INTERMEDIATE:	Select sentences from content area material or material student will need to use outside of school.
MODIFICATION FOR PRIMARY:	1) Construct sentences containing syntax and/or grammar errors. 2) At first, the excerise should concentrate on one type of error - underlining can be used as an aid. 3) Progress to multiple errors.
MODIFICATION FOR PRIMARY:	You could use phrases instead of sentences. Be sure vocabulary level is controlled. Picture cues may be used.
MODIFICATION FOR SECONDARY:	Control the vocabulary and complexity of the sentences. Provide sentences in contents the student would encounter outside of school.
FOLLOW-UP:	Keep track of student performance to check effectiveness. Be sure to go over the exercise with the student to point out errors and correct answers. Use written material the student will encounter both in and outside school, such as: reports, notes, letters, etc. Discuss with students the need to be able to express themselves clearly and accurately and the negative impact of making syntax and/or grammar errors in written material that others will read. Provide many and varied activities to teach and reinforce these skills.
REFERENCE:	Wallace, G. & Kauffman, J.M. Teaching Children with Learning Problems, 1973

CONTENT:	Reading
FOCUS:	Comprehension
TASK:	The student will pick out a phrase or word that does not belong in a short story.
NEED:	Students need to understand what they read. Attending to the written material should improve this skill.
POSSIBLE OBJECTIVE:	Given a short story, the student will find the word or phrase that does not belong.
EXAMPLE FOR INTERMEDIATE:	Select short stories describing places or things student will encounter outside of school.
INSTRUCTIONS:	1) Prepare a series of absurd short stories. 2) Include a word or phrase that does not fit. 3) Student finds the "out-of-place" word or phrase.
MODIFICATION FOR ELEMENTARY:	Use a series of words in which one does not fit. Picture cues could also be used.
MODIFICATION FOR SECONDARY:	Increase the sophistication and length of the stories. Stories could be descriptions of job sites in which an inappropriate action is included.
FOLLOW-UP:	Effectiveness of this activity can be assessed by counting the number of correct tries. Discussion of right and wrong answers should help the student's in improving his performance. By using stories about places or things the student will encounter in daily living, the opportunity for generalization will increase. The students could also be encouraged to write their own stories, including "out-of-place" words and phrases.

CONTENT:	Writing, spelling
FOCUS:	Capitalization, punctuation, sentence/paragraph writing, productivity/practical writing, spelling
TASK:	To produce and edit written work.
NEED:	Students need to be able to communicate through writing and will be called upon to produce written work (memos, letters, resumes, etc.)
POSSIBLE OBJECTIVES:	The student will be able to write and edit paragraphs using a word processor program. (A word processor will allow students to make corrections and keep a "clean" copy)
EXAMPLE FOR SECONDARY:	1) You will need access to a computer and word processing program (backstreet writer, acewriter, etc.). 2) Have students compose papers needed for particular class.
INSTRUCTIONS:	1) First draft is typed into computer. 2) Student edits as he writes. 3) Student may also revise after the completion of initial writing.
MODIFICATIONS FOR ELEMENTARY:	Students can write word lists or short letter/memos. Editing can be done on the printed copy and retyped into the computer.
MODIFICATIONS FOR SECONDARY:	Have student compose a letter asking for information. Editing will need to be directly taught, over a period of time.
FOLLOW-UP:	Keep a file of students printed work and compare over time. This should give some indication of improved skills. Provide instruction as needed. Work on written assignments that require skills that student will need - functional skills. Use real life situations, if possible. An example might be: writing and requesting information from particular organization or club. Provide plenty of practice. Have students help in deciding when it would be appropriate to use the word processor. Electronic dictionaries can also be used to help with spelling errors and to increase productivity.
REFERENCE:	Jan Sneiderman, Resource Room, Boyden-Hull

CONTENT:	Reading
FOCUS:	Vocabulary, comprehension
TASK:	To match word with meaning or comprehension question with answer.
NEED:	Students need to know a variety of words and their meanings and to be able to understand written material.
POSSIBLE OBJECTIVE:	When students are presented with vocabulary words, they will be able to match words with their meanings.
EXAMPLE FOR PRIMARY:	Select sight words from a high frequency word or occupational terms list.
INSTRUCTIONS:	Students match words with picture depicting word meaning. (picture of hammer and the word hammer or a person delivering mail and the word mailman)
MODIFICATION FOR INTERMMEDIATE:	Use word lists that might include: parts of the body, names of specific places, traffic signals, etc.
MODIFICATION FOR SECONDARY:	Use words from specific job sites, or use the comprehension questions to drill specific information (traffic laws, consumer information, first aid, etc.)
FOLLOW-UP:	To check for effectiveness, the teacher or student could chart daily performance (number correct). A quick check by the teacher, periodically, would indicate if student is progressing. Try to create simularities with material and subject matter that the student will come into contact with in the would outside of school. When using pictures, use real photographs or highly representative pictures. Provide for immediate feedback and try to avoid students practicing wrong answers. Provide for plenty of practice and review material already covered, to ensure maintenance of skills.
REFERENCE:	Sharon Donahoe, Resource Room, West Sioux

CONTENT:	Reading
FOCUS:	Word recognition, vocabulary
TASK:	To identify words and phrases on sight.
NEED:	Students need to recognize certain words and phrases on sight.
POSSIBLE OBJECTIVE:	The student will read a word and phrase from a list when acted out by another student.
EXAMPLE OF INTERMEDIATE:	Use the attached list of words and phrases or another list of high frequency words and phrases.
INSTRUCTIONS:	1) One student comes up before the group, selects and reads a card with a phrase on it. 2) The student acts out the instruction in pantomine. 3) The other students try to guess the instruction and the key word.
MODIFICATIONS FOR PRIMARY:	Use words appropriate for the ability level. You might also include picture cues.
MODIFICATIONS FOR SECONDARY:	Use words appropriate for the ability level. Include words and phrases students might encounter on job sites or out in the community.
FOLLOW-UP:	To check on the effectiveness of this activity, keep track of the number of attempts needed to "guess" the right phrase and also who "guessess" what phrase. A pre- and post-test might be developed in which the teacher "acts out" all the phrases and the student indicates his choices. By using words and phrases that the student will encounter day-to-day, the likelihood of generalization and maintenance will improve. If using picture cues, use real photographs or highly representative pictures. Also, present the words in more than one phrase to enhance generalization.
REFERENCE:	Marjorie Biehl, Resource Room, Sibley

Preparation: The following list of sentences is printed on cards.

Breathe deeply.
Look at the ceiling.
Walk in a circle.
I wear a crown.
Put on earrings.
I can exercise.
Flip a coin.
Make a frown.
I can glide on ice.
Play an instrument.
I hurt my knee.
Suck on a lemon.
I can act noisy.
Phone a friend.
Shoot a pistol.
Walk rapidly.
Salute the officer.
Shiver from the cold.
Sneak out the door.
Look like a statue.
Your foot is stuck (to the floor).
I taste sugar.
I am thirsty.
Use a toothbrush.
Fight with a sword.
Bend at the waist.
Howl like a wolf.
Hold your wrist tight.

Carve with a knife.
I feel chilly.
Walk with a crutch.
Show your elbow.
File a fingernail.
Touch your forehead.
Glance at someone.
I can grab it.
I have an itch.
Tie a knot.
I have the mumps.
Show us pain.
Pinch yourself.
Fly like a plane.
Crow like a rooster.
Sharpen a pencil.
I can act silly.
Spin like a top.
Grab your stomach.
A bee stung you.
I am a swimmer.
Sit on a tack.
I have a toothache.
Play a violin.
Wave to someone.
Wring out a wet cloth.
Make a big yawn.
Croak like a frog.

CONTENT:	Writing
FOCUS:	Capitalization, punctuation, sentence/paragraph writing, productivity/practical writing
TASK:	Students write entries into a daily diary.
NEED:	Students need to be able to write clearly and accurately for many activities in daily life (letters, notes, etc.)
POSSIBLE OBJECTIVE:	The student will write daily entries (number of sentences) using correct punctuation, capitalization and usage.
EXAMPLE FOR PRIMARY:	A daily diary is kept by the class.
INSTRUCTIONS:	1) Class writes daily entries as a group. 2) Later, permit individual student to write entries. 3) Student eventually keeps own diary.
MODIFICATION FOR INTERMEDIATE:	Increase the number of sentences and skills required. Expand the activity to include different formats: memos, notes, etc.
MODIFICATION FOR SECONDARY:	Increase the number of sentences and skills requried. Expand the activity to include different formats: memos, notes, etc.
FOLLOW-UP:	By keeping initial work and doing a comparison to later work, the instructor should get a pretty good idea of effectiveness of activity. Discuss progress and corrections with students to help student improve his skills. The closer the activity resembles "real life" materials and situations the better the chance for generalization. These skills can be practiced daily in a minimal amount of time. Create situations that "call" upon the student to produce a written product. An example would be memos to students that ask for a response.
REFERENCE:	Wallace, G. & Kauffman, J.M., Teaching Children with Learning Problems, 1973.

CONTENT:	Reading
FOCUS:	Vocabulary
TASK:	To list words and common characteristics of these words.
NEED:	Students need to know specific vocabulary and their meaning in all walks of life.
POSSIBLE OBJECTIVE:	Given a list of words that share some common features, the student will indicate (on a matrix) what features match what words and compare simularities and differences between the words.
EXAMPLE FOR INTERMEDIATE:	Select a list of words that share some features (tools, occupations, food, etc.)
ACTIVITY:	1) List, in a column, some words within the category (hammer, saw, etc.) 2) List, in a row, some features shared by some of the words (pounds, cuts, etc.) 3) Put pluses or minuses beside words beneath each feature. 4) Discuss the uniqueness of each word.
MODIFICATION FOR ELEMENTARY:	Use appropriate vocabulary.
MODIFICATION FOR SECONDARY:	Use appropriate vocabulary.
FOLLOW-UP:	To check for effectiveness, collect individual grid sheets and determine correctness. Also a pre- and post-test could be constructed using matching or multiple choice questions with the vocabulary words. Use vocabulary of known words with the students. Also, select words and concepts that are "meaningful" for the specific population you're working with. By creating simularities between the words used and the words the student "really" needs to know in order to function outside of school, generalization most likely will occur. Expand the activity by having students use the words in other activities.
REFERENCE:	Johnson, D.D. "Three Sound Strategies for Vocabulary Development", Ginn and Co., 1983

Topic: Tools

Words	Features						
	Pounds	Cuts	Grips	Wood	Cloth	Dirt	Handle
Hammer	+	-	-	+	-	-	+
Saw	-	+	-	+	-	-	+
Scissors	-	+	-	-	+	-	+
Pliers	-	-	+	+	-	-	+
Hoe	-	+	-	-	-	+	+

CONTENT:	Reading
FOCUS:	Phonetic analysis
TASK:	To put letters or letter combinations together to form words.
NEED:	Students need to be able to pronounce words (read) in order to function in their daily lives (job applications, letters, newspapers, etc.)
POSSIBLE OBJECTIVES:	Given a set of tiles containing letters and/or letter combinations, the student will "form" words and pronounce the words correctly.
EXAMPLE FOR INTERMEDIATE:	Use list of words from specific written material such as newspaper, job application or menu.
INSTRUCTIONS:	1) Construct tiles and gameboard. 2) Play "Scrabble" using the list words as "bonus" words (worth more points). 3) Students each get 7 tiles and take turns making words for points.
MODIFICATIONS FOR ELEMENTARY:	Simplify the word lists. Also, use single letters instead of combinations (word lists could include names of objects around the room or simple 3 letter words.)
MODIFICATIONS FOR SECONDARY:	Use vowel and consonant combinations. Provide appropriate word lists - worksite words, menu words, banking items. etc.
FOLLOW-UP:	To check for effectiveness, give a pre-test and a post-test. This test would include words that need to be mastered. The student would try to pronounce the words before the activity and after several weeks of practice. Use words student needs - survival words. Provide plenty of practice using the game and extend the activity to include the words in other written and verbal forms. Ultimately, provide the words in their natural format. Use real menus or real job application forms. By charting results, the student can have some idea of how he is progressing and it might also provide motivation.

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